

Promoting Healthy Eating for Grades PK–Grade 2

Desired Behaviors:

- Eat healthy snacks
- Eat a variety of foods
- Eat breakfast everyday
- Drink plenty of water
- Limit sugary foods and drinks
- Limit foods high in fat

Vermont Grade Expectations for Grades PK-2:

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by.....

- b. Explaining the importance of eating a variety of nutrient-rich foods.
- c. Identifying a variety of nutritious food choices.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Selecting a variety of foods that can be eaten for healthy snacks.

Sample of Assessment Ideas:

1. Using MyPyramid for Kids, students are asked to name at least two examples of foods in each food group.
2. Using the kid's site at Dole 5 a day website, students write to a 5 a day friend (e.g., Pinellopy Pineapple, Greg and Gary Green Bean) Students then share what they have learned about fruits and vegetables with their classmates. Students are evaluated on their ability to provide accurate information and draw conclusions about connections between behavior and health.
3. Students help create a large bulletin board of MyPyramid. When students try a new food, they can cut out a picture or make a drawing of the food to add to the bulletin board in the appropriate category. For assessment, all students should try at least two new foods during the course of the activity and make a health-enhancing statement about trying new foods.
4. Students and teachers prepare healthy snacks in the classroom. For an assessment, students can describe their favorite choices for healthy snacks and what makes them healthy. Extending this assessment into interpersonal communication skills could include opportunities for students to demonstrate saying no to unhealthy snack and/or requesting healthy alternatives.

Promoting Mental and Emotional Health for Grades 7–8

Student Questions:

“How do we know when to get help for our friends? “Where or who can help us?”

Vermont Grade Expectations for Grades 7-8:

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by.....

- c. Describing the warning signs, behaviors, risk factors, and protective factors for depression and suicide.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by.....

- a. Analyzing school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide.

Assessment: Support Systems Brochure

Your task is to develop a brochure that students your age could use when they are having personal or emotional problems. Your brochure should include the following:

- Information to help students know when and why it is important to ask for help with their problems. This should include examples of the kinds of problems people your age may face and why it is important for a young person's mental and physical health that he/she ask for help.
- Information about the resources and support systems available in the community for young people seeking help with personal or emotional problems and where and how to access these resources. You will have to do some research in your community to find the resources. Include the names of organizations that can offer help to young people and describe the kinds of help they offer. Use tables or charts to organize this information.

Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of health concepts.
2. How well you identify appropriate health resources, products, or services and provide valid reasons for their use.

Alcohol, Tobacco and Other Drug Education: Grades 9–12 (Sample 1)

Vermont Grade Expectations for Grades 9–12:

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by.....

- b. Evaluating the short and long-term effects of alcohol, tobacco, and other drugs on health.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by.....

- a. Applying the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.

Assessment Sample:

Keiko's father has been getting physically sick due to his occasional binge drinking. Describe TWO ways for Keiko to deal with her father's drinking and a possible consequence of each action. State which option Keiko should choose and explain why it is the better option.

Assessment Criteria:

CC The content score is based on the student's ability to describe two ways for Keiko to deal with her father's drinking problem, and a possible consequence of each, such as:

- By covering up or making excuses for her father, Keiko is protecting him from the consequences of his behavior and thereby giving him no reason to change.
- By ignoring her father's drinking problem, his problem may get worse and he may not receive the help he needs.
- By accessing community health services such as Al-Anon and Alcoholics Anonymous, Keiko could help her father's get the help he needs and also receive support for herself.
- By sharing her concerns with others, such as her mother, a relative, or another trusted adult such as a teacher, school counselor, or clergy member, Keiko increases the chances that her father will receive the help he needs and get the support she may need.
- By not confronting her father when he is under the influence of alcohol, Keiko is avoiding putting herself in a dangerous situation.

DM The skill score is based on student's ability to use decision-making skills to enhance health. This may include:

- is personalized
- shows progression through a decision-making process
 - identifies the decision to be made
 - considers options and consequences
 - takes action or makes decisions
 - evaluates or reflects on action

Alcohol, Tobacco and Other Drug Education for Grades 9–12 (Sample 2)

Vermont Grade Expectations for Grades 9–12:

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by.....

- a. Analyzing how public health policies and laws influence health promotion, injury and disease prevention. (e.g., DUI laws, alcohol and tobacco free environments, media, funding, taxation, school policies).

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by.....

- a. Applying the decision making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.

Assessment Sample:

Ola is scheduled to go on the annual school trip to Washington, DC, with the junior class. Her class has been informed that anyone caught using any kind of drugs will be sent home. There is a rumor that some students plan to sneak away from the chaperones at some point in the trip and drink alcohol. Ola does not want to drink.

Describe different strategies Ola could use to avoid drinking alcohol and the possible consequences of each of the strategies. Also, include a general explanation of why these would be good strategies. Finally, choose the best strategy and explain why it is the best.

Assessment Criteria:

CC The content score is based on the student's ability to explain how particular strategies the student identifies would help Ola avoid drinking alcohol, such as:

- Telling the teacher or another adult about the rumor anonymously would ensure that Ola would not lose her friends but would still prevent them from drinking, since the chaperones could be alerted.
- Sharing her concerns with friends during the bus ride and asking for their support to convince the other students not to drink may produce enough "positive peer pressure" to convince the others not to drink alcohol.
- Using refusal skills when asked to drink would avoid or minimize the negative consequences of confrontation, such as violence and loss of friends.

DM The skill score is based on student's ability to use decision-making skills to enhance health. This may include:

- is personalized
- shows progression through a decision-making process
 - identifies the decision to be made
 - considers options and consequences
 - takes action or makes decisions
 - evaluates or reflects on action

Alcohol, Tobacco and Other Drug Education for Grades 9–12 (Sample 3)

Vermont Grade Expectations for Grades 9–12:

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by.....

- a. Evaluating the short and long-term effects of alcohol, tobacco, and other drugs on health
- b. Analyzing the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

HE 5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by.....

- a. Demonstrating effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs.

Assessment Sample:

Rich, who is 15 years old, and his friend Tony are home alone playing video games. Tony takes out a marijuana cigarette and offers it to Rich. Write a dialogue between Rich and Tony in which Rich demonstrates an appropriate and effective refusal to smoking the marijuana cigarette. Include long-term and short-term physical effects of smoking marijuana in the dialogue.

Assessment Criteria:

CC The content score is based on the student's ability to discuss long-term and short-term physical effects of smoking marijuana, such as:

- Smoking marijuana increases one's risk of lung cancer, emphysema, or bronchitis.
- Marijuana use increases one's risk of depression and paranoia.
- Marijuana can distort a person's sense of his or her surroundings.
- Marijuana use can cause a lack of motivation.
- Marijuana can give one a false sense of courage, which can lead to risky behavior.
- Marijuana can cause memory loss.
- Marijuana can lead to physical or psychological addiction.
- Chronic marijuana use can reduce a man's sperm production.
- In females, marijuana use can interfere with normal development of female characteristics.
- Marijuana use may damage one's immune system.

IC The skill score is based on student's ability to use interpersonal communication skills to enhance health. This may include:

- Demonstrates refusals
 - clear "no" statement
 - walk away
 - provide a reason
 - delay, change the subject
 - repeat refusal
 - provide an excuse
 - put it off